

# Tringham Preschool

Tringham Hall, Benner Lane, West End, Woking, Surrey GU24 9JP



<b>Inspection date</b>	22 March 2019
Previous inspection date	15 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Teaching is outstanding across the pre-school. All staff have a thorough knowledge of children's learning needs. Activities are exciting for children and staff are highly skilled at tailoring their teaching to reflect children's individual stage of learning and their emerging interests. Children make rapid progress in their learning.
- The leadership is exceptionally strong in the pre-school. The manager and all staff are highly reflective and strive to provide children with high-quality, meaningful learning experiences. Their uncompromising pursuit for excellence ensures outstanding outcomes for all children.
- Staff complete very accurate assessments of all children's interests and abilities when they start at the pre-school. They quickly identify any emerging gaps in children's learning. Swift intervention, including engaging with other professionals, supports children's individual needs superbly well. Children flourish in the pre-school and are exceptionally well prepared for the future learning.
- Children behave incredibly well and show exceptional levels of self-control. They are highly motivated to join in with activities and show respect to each other and to the staff. All children are well mannered, and they take turns in play routines and develop strong friendships.
- The manager implements rigorous monitoring of children's development to precisely analyse the impact of teaching on the progress made by different groups of children. This is highly effective in ensuring that all children, including those with special educational needs and/or disabilities and those in receipt of additional funding, make excellent progress from their starting points.
- Staff work exceptionally well with parents and carers. They value their extensive contributions about children's interests and achievements at home. Staff successfully help parents and carers to support children's ongoing learning at home. This significantly contributes to the excellent rates of progress children make.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- continue to build on the excellent ways that children contribute their ideas and suggestions to support their next steps in learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children, at convenient times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of the committee and the staff working in the nursery.

**Inspector**  
Tara Naylor

## Inspection findings

### Effectiveness of leadership and management is outstanding

The manager and staff work exceptionally well together to provide children with an outstanding setting. Self-evaluation is rigorous and incisive and leads to precise plans for improvement. For instance, forest school activities help quieter and less confident children to excitedly investigate and explore the natural world. The manager identifies that there is scope to further involve children in contributing to their next steps in learning. Safeguarding is effective. All staff have a comprehensive understanding of child protection procedures, including how to identify and report any concerns about children's welfare. The manager has a very rigorous recruitment and induction procedure. This ensures the ongoing suitability of all staff who work at the setting. Staff supervision is highly effective and all staff are motivated to continue with their ongoing professional development. For instance, they implement new skills to support children's communication and language skills exceptionally well.

### Quality of teaching, learning and assessment is outstanding

All staff have an exceptional knowledge of their key children. Furthermore, all staff are highly skilled at adapting learning opportunities to take account of all children's learning needs. This meticulous knowledge of children's needs means that all staff consistently enrich children's learning experiences. For example, as children feed the 'hungry gorilla', staff teach them about the names of new foods, and help them to think about which foods are healthy. Staff promote older children's reading and writing skills in innovative activities. For instance, as children visit 'the hairdressers', older boys write down the names of customers and what style of hair they would like. Staff help children to read the opening times of the salon and to compare the difference in price between a child's and an adult's hair cut.

### Personal development, behaviour and welfare are outstanding

Staff develop warm, nurturing relationships with all children to support their emotional well-being exceptionally well. Staff promote children's choices consistently and value the decisions they make. For example, at group singing time, staff ask all children to choose what they would like to sing. Children vote and they all agree with the majority decision as they happily take part in the chosen song. Staff use highly effective strategies to build children's confidence and self-esteem. They enrich children's independence and sense of responsibility. Younger children manage daily routines exceptionally well, as staff help them learn how to do this from the outset. For instance, children confidently wash their hands for snack time, feed themselves independently and tidy away their plates and cups when they have finished. Staff warmly praise children, who flourish in their care.

### Outcomes for children are outstanding

All children show remarkably high levels of concentration and engagement. Younger children develop excellent physical skills and speak confidently to express their choices. Children use mathematics purposefully. Older children develop innovative critical thinking skills. They learn to solve problems and share their ideas with enthusiasm. Younger children count confidently and recognise written numbers in their environment. Children develop excellent literacy skills as they learn to read and write with enthusiasm.

## Setting details

<b>Unique reference number</b>	120296
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10066242
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Tringham Preschool Committee
<b>Registered person unique reference number</b>	RP522675
<b>Date of previous inspection</b>	15 June 2016
<b>Telephone number</b>	07906527870

Tringham Preschool registered in 1982. It operates on Monday, Thursday and Friday from 8.30am to 2.30pm and on Tuesday and Wednesday from 8.30am to 3.30pm, during term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years old. There are nine members of staff, six of whom hold a qualification at level 3 or above.

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